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AN ANALYSIS OF FACTORS INFLUENCING STUDENT SPEAKING SKILL AT TENTH GRADE OF STATE SENIOR HIGH SCHOOL 2 KAMPAR



BY

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PEKANBARU
1442H/2020 M**

AN ANALYSIS OF FACTORS INFLUENCING STUDENT SPEAKING SKILL AT TENTH GRADE OF STATE SENIOR HIGH SCHOOL 2 KAMPAR

A Thesis

Submitted in Partial Fulfillment of the Requirements
for Bachelor Degree of English Education
(S.Pd.)



by

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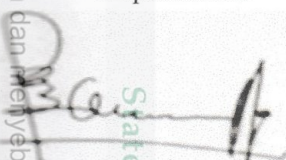
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It is accepted and approved to be examined in the meeting of the final examination of Undergraduate Degree at the Faculty of Education and Teacher Training of State University of Sultan Syarif Kasim.

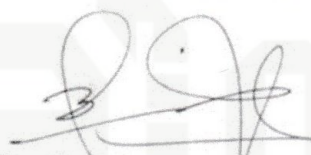
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The thesis entitled *An Analysis Of Factors Influencing Student Speaking Skill at Tenth Grade Of State Senior High School 2 Kampar* written by Ari Yulizar, SIN.11513104552. It has been accepted, approved and has been examined on Dzulhijah 17th, 1441 H/ August 7th, 2020 M at Faculty of Education and Teacher's Training of State Islamic University of Sultan Syarif Kasim Riau as one of the requirements for undergraduate degree (S.Pd) in English Education Departement.

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This paper is written and intended to fulfill one of the requirements for award of bachelor degree at the English Education Department and Teacher Training faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this thesis is "An Analysis Of Factors Influencing Student Speaking Skill at Tenth Grade Of State Senior High School 2 Kampar". In finishing this paper, the researcher got many valuable things from many people, such as supports, nice advice, suggestion, and help. Therefore, the researcher wishes to express her sincere thanks to many different persons, they are:

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Finally, the researcher realizes that this thesis is still far from perfections. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

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Pekanbaru, Mei 05th, 2020

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ABSTRACT

Ari Yulizar (2019) : *An Analysis of Factors Influencing Students' Speaking Skill at Tenth grade of State Senior High School 2 Kampar*

The purpose of this research is to investigate the factors influencing students' speaking skill at tenth grade of State Islamic Senior High School 2 Kampar. Under Qualitative Descriptive Research Method, this research uses questionnaire adapted from textbook by Brown (2007) as research instruments. The factors divided into two kinds, the internal factors and external factors. The internal factor consisted of Psychology, Language Competence and Topical Knowledge and The External Factors consisted of Environment and Performance Condition. The results of the analysis show that the students' speaking skill in learning English is less, and it is influenced by many factors: 1. The students do not have big passion and a strong incentive to learn English. 2. The students do not have confidence when they must present the material in English language in front of the class. 3. The students feel they cannot speak English fluently. 4. Most of the students do not have many vocabularies when they speak English. 5. Most of students feel they can not speak English like a native speaker. 6. The teacher does not always speak English when delivering learning in english lesson and it is not very interesting 7. The students' family do not always give their support to learn English. 8. The students do not have many friends that can speak English in the classroom. Finally, it can be concluded that it is important for the teacher to improve the students' speaking skill by choosing the suitable methods in teaching, especially when the students speak English in front of the classroom, which is regarded more difficult for the students.

Keywords: *Analysis, Speaking Skill*

ABSTRAK

Ari Yulizar (2019): Analisis Faktor-Faktor yang Mempengaruhi Keterampilan Berbicara Siswa di kelas X Sekolah Menengah Negeri 2 Kampar

Tujuan dari penelitian ini adalah untuk menyelidiki faktor-faktor yang mempengaruhi keterampilan berbicara siswa di kelas sepuluh SMA Islam Negeri 2 2 Kampar. Di bawah Metode Penelitian Deskriptif Kualitatif, penelitian ini menggunakan kuesioner yang diadaptasi dari buku teks oleh Brown (2007) sebagai instrumen penelitian. Faktor-faktor dibagi menjadi dua macam, faktor internal dan faktor eksternal. Faktor internal terdiri dari Psikologi, Kompetensi Bahasa dan Pengetahuan Topikal dan Faktor Eksternal terdiri dari Lingkungan dan Kondisi Kinerja. Hasil analisis menunjukkan bahwa keterampilan berbicara siswa dalam belajar bahasa Inggris kurang, dan itu dipengaruhi oleh banyak faktor: 1. Para siswa tidak memiliki semangat besar dan insentif yang kuat untuk belajar bahasa Inggris. 2. Para siswa tidak memiliki kepercayaan diri ketika mereka harus mempresentasikan materi dalam bahasa Inggris di depan kelas. 3. Para siswa merasa mereka tidak dapat berbicara bahasa Inggris dengan lancar. 4. Sebagian besar siswa tidak memiliki banyak kosakata ketika mereka berbicara bahasa Inggris. 5. Sebagian besar siswa merasa mereka tidak dapat berbicara bahasa Inggris seperti penutur asli. 6. Guru tidak selalu berbicara bahasa Inggris saat menyampaikan pembelajaran dalam pelajaran bahasa Inggris dan itu tidak terlalu menarik. 7. Keluarga siswa tidak selalu memberikan dukungan mereka untuk belajar bahasa Inggris. 8. Para siswa tidak memiliki banyak teman yang dapat berbicara bahasa Inggris di kelas. Akhirnya, dapat disimpulkan bahwa penting bagi guru untuk meningkatkan keterampilan berbicara siswa dengan memilih metode yang sesuai dalam pengajaran, terutama ketika siswa berbicara bahasa Inggris di depan kelas, yang dianggap lebih sulit bagi siswa.

Kata kunci: Analisis, Keterampilan Berbicara



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أري يوليزار، () : تحليل العوامل التي تؤثر في مهارة كلام التلاميذ في الفصل العاشر بالمدرسة الثانوية الإسلامية الحكومية

إن الهدف من هذا البحث هو تحليل العوامل التي تؤثر في مهارة كلام التلاميذ في الفصل العاشر بالمدرسة الثانوية الإسلامية الحكومية كمبار. وهذا البحث هو بحث وصفي كفي. واستخدم الباحث الاستبيان المؤهل من كتاب برون () كأداة البحث. والعوامل نوعان داخلية وخارجية. فالداخلية تحتوي على السيكولوجي والكفاءة اللغوية والمعرفة الاستوائية، والخارجية تحتوي على البيئة وشروط الأداء. ونتيجة التحليل دلت على أن مهارة كلام التلاميذ للغة الإنجليزية ضعيفة، والمؤثرات لهذا الضعف هي ما يلي: . التلاميذ لا يتحمسون لتعلم اللغة الإنجليزية. . التلاميذ لا يثقون بأنفسهم لتقديم مواد اللغة الإنجليزية أمام الفصل. . التلاميذ يشعرون بأنهم لا يستطيعون الكلام باللغة الإنجليزية. . التلاميذ ليس لهم مفردات كثيرة للكلام باللغة الإنجليزية. . معظم التلاميذ يشعرون بأنهم لن يستطيعوا الكلام باللغة الإنجليزية كناطقيا الأصليين. . المدرس لا يشرح الدرس باللغة الإنجليزية فذلك لا يحمس التلاميذ. . التلاميذ لا يجدون الدعم من أهليهم. . التلاميذ ليس لهم أصدقاء يستطيعون الكلام باللغة الإنجليزية. ومن ذلك استنتج أن المدرس لا بدله أن يحسن مهارة كلام التلاميذ بطرق مناسبة.

الكلمات الأساسية: تحليل، مهارة الكلام.

CHAPTER I

INTRODUCTION

A. Background of the Research

Nowadays, English is a very crucial in the major aspects of life in this global era. Because the spread of the English language as a lingua franca throughout the world, lingua Franca can be defined as a language adopted for communication between two speakers who have a different first language or between two speakers who use English as their second language (Harmer, 2001, p.1). English has brought great advantages as a key priority for progress in different areas such as science, technology, finance and business in order to facilitate international communication.

There are four language skills that have to be mastered by the students in learning English of 2013 curriculum. The four language skills are reading, listening, speaking and writing. Furthermore, those skills are related to each other and cannot be independent; therefore, students need to master all of the four skills. This is supported by Uma and Ponnambala (2001) who state that mastering language skills will determine the students' communicative competence in the target language.

Speaking is one of the activities carried out by the students. Moreover, speaking is a productive skills in English. Speaking helps students to communicate each other. Speaking can become a measurement to know students' ability in English. Regarding to Brown (2000), he states that speaking is a



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productive skill that can be directly and empirically observed. If the students can speak English well, it means they are good at English.

Students' speaking skill can be influence by many factors. According to Brown (2007, p.142), there are many factors that influence the students in speaking. Generally, there are two main factors in influencing speaking. First is internal factors. These factors come from the students themselves that consists of physiological aspect (the organ of the body) and physiological aspects such as intelligence, attitudes, interest, talent and motivation. The second is external factors. These factors consist of social environment such as family, teachers, staffs, society and friends, and non social environment such as house, school, equipment and atmosphere.

The main aim of teaching speaking at the Junior High School and Senior High School level in Indonesia is conducted based on the speaking objectives in the English curriculum. It is stated in speaking competence that the students are able to participate during teaching and learning process and students are able to express their ideas on speaking. In short, students are able to practice their speaking in daily communication. (Badan Standar Nasional Pendidikan, 2006, p.31). It is clear that speaking need several components to master it. So that, when students not able to mastered one of aspect as required by the curriculum itself which need in speaking, it will make the students will facing problem and learning speaking will not work effectively.

Based on the preliminary study conducted at State Islamic Senior High School 2 Kampar, State Islamic Senior High School 2 Kampar implemented 2013 curriculum. This school provides English lesson for the students which include listening, speaking, reading, and writing. Regarding to 2013 curriculum, the goal of learning English is to develop the students' communicative competence in interpersonal, transactional, and functional text by using kind of English text in spoken and written. Interpersonal is text that is used to connect with other people with the aim that we can establish good communication with others, transactional is text used to connect with other people with the aim that we get what we want from the use of text, and functional text is text used to convey something that has a specific ourpose and message according to the type of text used.

During the preliminary study, many students of State Islamic Senior High School 2 Kampar had difficulties in speaking skill and some students of the tenth grade students of State Islamic Senior High School 2 Kampar who could be categorized as poor speakers. Their speaking skill is still far from the expectation of the curriculum. The Minimum Criteria Achievement (MCA) is 80, many students' speaking skill of State Islamic Senior High School 2 Kampar below of 80. The rubric of students' speaking skill is described:

Table 1.1 Rubric of Speaking Skill

No	Range	Category	Description
1	90 - 100	Very Good	The students are able to speak English with very good pronunciation, grammar, accuracy, comprehension, vocabulary and fluency.
2	85 - 89	Good	The students are able to speak English fluently with good pronunciation, grammar, accuracy, comprehension vocabulary and fluency.

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3	80 - 84	Enough	The students are able to speak English with enough pronunciation, grammar, accuracy, comprehension, vocabulary and fluency.
4	55 - 79	Poor	The students are able to speak English with poor pronunciation, grammar, accuracy, comprehension, vocabulary and fluency.
5	<55	Very Poor	The students are able to speak English with very poor pronunciation, grammar, accuracy, comprehension, vocabulary and fluency.

Based on the preliminary study above, the researcher finds most of students at the tenth grade students of State Islamic Senior High School 2 Kampar have difficulty in speaking skill. The researcher found some phenomena as follows :

1. Some of students are not able to speak English well.
2. Some of students are less in speaking practice
3. Some of the students are still nervous to speak English

Coming up with these suitability issues of the factors influencing students' speaking skill, the writer is interested in learning and analyzing this issue. The writer is interested in analyzing all of the aspects in speaking skill, as it is concerned with communicative purposes of speaking. The reason the writer chooses the students' speaking skill as the object of this study is because speaking is a skill used by someone in daily life communication. According to this information the writer is interested carrying out a research entitled ***“An Analysis of Factors Influencing Students' Speaking Skill at Tenth grade of State Senior High School 2 Kampar”***.

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B. Identification of the Problems

Based on the background and the phenomenon on the difficulties by the students at tenth grade of State Islamic Senior High School 2 Kampar, thus the problem of this research are identified in the following identifications :

1. Some of the students are not able to speak English fluently.
2. Some of the students are not confident to speak in front of the class.
3. Some of the students are not able to express their thoughts effectively.
4. Some of the students are still nervous to speak English.
5. Some of the students are still had less vocabulary to speak English.

On the other hand, this research focused on investigating the factors influencing students' speaking skill at tenth grade of State Islamic Senior High School 2 Kampar. The subject of this research is limited at the tenth grade students majoring in natural science and social program at State Islamic Senior High School 2 Kampar. This research focused on the ability of the students' speaking skill according to the indicators factors influencing students' speaking skill at tenth grade of State Islamic Senior High School 2 Kampar.

C. The Formulation of the Problem

Based on the statement of problem above, the research question can be divided into several specific research questions, as follows:

1. What are the factors that influence students' speaking skill at tenth grade of State Islamic Senior High School 2 Kampar?

D. The Objective and Significance of the Research

1. The Objective of the Research

The objective of this research is to investigate what are the factors that influence students' speaking skill at tenth grade of State Islamic Senior High School 2 Kampar.

2. The Significance of the Research

This study is expected to give contribution for the following study and may contribute ideas to people involved in the education field. This study is significant for several reasons. First, to increase the researcher's knowledge of analysis on factors influencing students' speaking skill. Second, the study is to encourage the students' intrinsic motivation to understand the speaking skill. Third, the study is to provide valuable information for other English researchers about the analysis factors that influence students' speaking skill. Fourth, the study is useful for English teachers in developing appropriate policies and plans for promoting the importance of speaking skill, the teacher can improve their knowledge and experience in choosing appropriate method for students and in selecting the materials in order to expose the students to the best of the best materials that meet the teaching's value, teacher's syllabus, and other aspects. Fifth, it is also expected that the study gives meaningful learning experience to the students. Sixth, this study is also help future researchers as a useful references and it can help future materials writers to develop better materials. Seventh, it can provide some necessary knowledge in analyzing what competencies are exactly promoted for speaking.

E. The Definition of Terms

In order to avoid the reader misunderstanding in reading this research, the definition of terms will be defined in the following:

1. **Analysis** is method that works through each script assigning codes, which may be numbers or words, to specific characteristics within text (Dawson, 2009, p.122). In this research, it is defined as summarizing any form of content by counting various aspects.
2. **Speaking** Is an interactive process of constructing the meaning that involves producing, receiving, and processing information (Brown, 1994). From this definition, the researcher defines speaking is a process of expressing ideas in the spoken language, and it is one of most important aspect of language learning.
3. **Speaking Skill** is oral communication as two ways of process between speaker and listener, it involves productive skills and receptive skills of understanding (Mc Donough and Shaw, 1993, p.152). It can be inferred that speaking skill is the ability to express ideas, opinion, or feelings to others by using words or sound.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. Speaking

a. The Definition of Speaking

Speaking is one of the macro skills of English language teaching and learning. It is not easy to define what is meant by terms such as speaking skill since it has been defined in various ways in different disciplines. According to David Nunan (1991) "Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language" (p.39). Moreover, Brown (1994) and Burns & Joyce (1997) define speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Furthermore, in language teaching and learning, speaking is considered as ability to be practiced and mastered. Nunan (2003) puts it that "speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning" (p.48).

Finally, based on definition given by experts above, it can be inferred that speaking is a process of expressing ideas in the spoken language, and it is one of most important aspect of language learning. Further, Luoma (2004) stated that "being able to speak to friends, colleagues, visitors and even



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strangers, in their language or in a language which both speakers can understand, is surely the goal of very many learners” and the success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

b. The Important of Speaking

As one of communication system, speaking play an important part in our everyday lives. In any life aspect, either our social or personal interaction, the ability to speak has been one of significant element of interaction process. Furthermore, in language teaching and learning it speaking is an important part of curriculum (Luoma, 2004).

In social interaction, the ability to speak effectively supports how far our interaction going and how well relationship can be achieved. Then, in workplace or career lives communication skill is one of main key for career success. For instance, a leader need communication ability to deliver information, influence, and direct others to take the actions. Personally, we also need communication skill to show our ability and capability. Our personality, self-image, knowledge of the world, and our ability to reason and express our thoughts is all reflected in our spoken performance in the target language (Luoma, 2004).

Nowadays, effective speaking has received a lot of attention from the general public. It is has been one of the prominent qualities that can help you get the attention of other people. Naturally, we are all a great fan of such

effective speaking skill. Finally, speaking skill has been very important, since it is one of demanded skill that mostly used in communication.

c. The Functional of Speaking

According to Richard (2008), the mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.”(Richards, 2008, p. 24)

1) Talk as interaction

Talk as interaction refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as transaction

In talk as transaction is focus more on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding rather than interaction.

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3) Talk as performance

In this case, speaking activities is focus more on monolog rather than dialog. The function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

2. Speaking Skill

a. Definition of Speaking Skill

Hornby (1987, p.827) states that speaking is the ability of people to make use the language in ordinary one. Then Ur (1996, p.120) says that of all the four skills, speaking seems intuitively the most important so that people who know a language are referred to as "speakers" of that language. Bum and Joyce (1997, p.32) state that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. On the other side, Nunan (1998, p.39) says that mastering the art of speaking is the single most important aspect of learning second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Moreover, learning to speak requires more than knowing its grammatical and semantic. Learners are also required to have the knowledge of how native speakers use the language in the context of interpersonal exchange. In other words, the learner must be able to speak the target language fluently and appropriately.

Ur (1996, p.120) suggests his idea about characteristics of successful speaking activity: (1) Learners talk a lot. As much as possible the teachers should allocate more time and opportunities for students to talk; (2) Participation is even. This means that classroom discussions are not dominated by a minority of

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talkative students, but every students has a chance to speak; (3) Motivation is high. Students are eager to speak because they are interested in the topic and have something new to talk about; (4) Language is of an acceptable level. Students are able to express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Anyway, to gain the above characteristics is not easy. There are some problems faced by the teachers in getting the students to speak. In the students point of view, there are some problems why it is difficult for them to speak. Ur (1996, p.121) states the following factor: (1) Inhibition. Students are often worried about making mistakes, fearful of criticism or losing face, or simply shy of attention their speech attracts; (2) Nothing to say. It is often heard they complain that they cannot think of anything to say; (3) Lower uneven participation. Only one student can talking one time if he/she wants to be heard; and in a large class this means each student will have only a very little time taking; (4) Mother-tongue use. In classes where lots of students share the same mother tongue, they may tend to use it, because it is easier.

The teachers, however, may not be confused or disappointed with these situations. They should use their experiences and authorities to solve the problems. The following things can be held by the teachers, Ur (1996, p.121); (1) Use group work; (2) Base the activity on easy language; (3) Make a careful choice of topic and task to stimulate interest; (4) Keep students speaking the target language. The followings are some kinds of components and rubrics of speaking test from some experts. In order to know the level of students' speaking skill, of

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course, the students have to demonstrate or perform their performance of speaking based on criteria of speaking test or rubric for oral communications. Harris (1969, p.108) considers five components which should be included in testing the students speaking skill. They are: pronunciation, structure, vocabulary, fluency, and understanding or content.

Weir (1993, p.104) has another opinion. He states that there are five components of scoring in speaking test. They are: accuracy, appropriateness, adequacy of vocabulary, grammatical accuracy, intelligibility, fluency, and relevance of content. Each of the components has four levels of ratings that will state the level of the students' speaking skill from low to high.

Another opinion is given by O'Malley (1996, p.68). He explains that there are three components of scoring in speaking test. They are: fluency, structure and vocabulary. Each scoring has six levels of rating that shows the students' level of speaking skills. Furthermore, Brown and Yule (1999, p.104) explains that the teacher should prepare a certain form when evaluate students' speaking performance. The form includes: -type of speech required, grammatical correctness, appropriate vocabulary, fluency or pronunciation, and information transfer. While Brown (2004, p.265) explains that a communicative test has to meet some criteria: it has to test for grammatical, discourse, sociolinguistic, and illocutionary competence as well as strategic competence.

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b. Aspect of Speaking English Skill

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. Students' speaking ability is expected to be good because they have learned English since some years before and they will have many performances related to oral skill in universities. But in fact, even college students' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance. These aspects of speaking performance included:

1) Accuracy

According to Nunan (2015), accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary.

2) Fluency

Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations (Nunan, 2015). Lade (1961, p.240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. Research into listener's perception suggests that pausing is one of the factors of fluency (Thornbury, 2005, p.6- 7). Furthermore, Thornbury (2005, p.8) states that people can be said as fluent speakers if they fulfill the following features:

- a) Pauses may be long but not frequent
- b) Pauses are usually filled
- c) Pauses occur at meaningful transition points

- d) There are long runs of syllables and words between pauses

Foster and Skehan in Nunan (2004, p.87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

3) Pronunciation

According to Thornbury (2005, p.128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001, p.28-33) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

4) Grammar

According to Brown (2001) "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence" (p.62). In relation to contexts, a speaker should consider the following things:

- a) Who the speaker is
- b) Who the audience is
- c) Where the communication takes place
- d) What communication takes place before and after a sentence in question
- e) Implied versus Literal Meaning
- f) Styles and Registers

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- g) The alternative forms among which a produce can choose.

5) Vocabulary

Thornbury (2005, p.22) suggests three usual things used by speakers in what they are being said:

- a) When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.
- b) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.
- c) A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

6) Interactive Communication

Thornbury (2005) "Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements" (p.129). Brown (2001, p.269), the most difficulties faced by students in speaking are the interactive nature of communication. In speaking, especially when they are having conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have

difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.

7) Appropriateness

According to Harmer (2001, p.24), the term of appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are:

- a) Setting
- b) Participants
- c) Gender
- d) Channel
- e) Topic

8) Complexity

According to Halliday (1985, p.87) it is wrong that written language is highly organized, structured, and complex while spoken is disorganized, fragmentary, and simple. Brown, Anderson, Shillock, and Yule as cited Nunan (2004, p.86) declared that what made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved. The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

c. Types of Speaking Performance

According to Brown (2004) there are 5 basic types of classroom speaking performance, they are:

1) Imitative

In this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is main criteria being tested and assessed. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. The example of imitative speaking test is word repetition task.

2) Intensive

Intensive speaking goes one step beyond imitative includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Example of intensive assessment task include: dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued task.

3) Responsive

Responsive assessment task include interaction and test comprehension but somewhat limited level of very short conversations, standards greeting and small talk, simple requests and comments, and the like. The example of responsive speaking task include: paraphrasing, giving directions and instruction, and question and answer.

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4) Interactive

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. For instance: interviews, role lays, games, discussions.

5) Extensive (Monologues)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and "formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

d. Factor Affecting Speaking

There are many factors which have impact on language learning. These factors are divided into internal and external factors.

1) Internal Factor

Internal factor refer to factor that come from learner self. It's including physiological aspects and learners language competence (ability).

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a) Psychology

Burns and Joyce as cited in Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. Furthermore, Brown claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity (Brown, 2002). Self-esteem represents the degree of one's confidence and belief in himself or herself. From the observation of classroom learning, we can find that learners with high self-esteem manifest more confidence and give more positive evaluations on themselves which will promote their language learning. Some students fail in oral English learning or feel less willing and confident in speaking English in class because they have a low self-esteem.

A study conducted by Koichi Sato (2003 in Minghe & Yuan, 2013) finds that students of English are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard (1996, in Yan, 2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find

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speaking English a stressful activity especially if they have to perform something using English.

Moreover, Motivation is also an important factor in language learning success. Brown (1980, p.112) defines motivation as an inner drive, impulse, emotion or desire that moves one to a particular action. It's known to all that proper motivation will draw learners' attentions and arouse their interests to learn, thus they are more likely to succeed in language learning.

b) Language Competence

According to Chomsky (1965), competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences and ungrammatical ones. According to Wikipedia, the term linguistic performance was used by Chomsky in 1960 to describe the "actual use of language in concrete situation". It is used to describe both the production as well as comprehension of the language.

In this study, language factor in speaking performance refer to ability of speaker to master the aspects of language while communicating. These aspects included: fluency, intonation, vocabulary, pronunciation, and grammar.

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c) Topical Knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996 as cited in Tuan & Mai, 2015). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. They believe that topical knowledge has effects on speaking performance. Huang (2015) conducted a research to explore the relationships among topical knowledge, anxiety, and integrated speaking test performance. One of his findings shown that topical knowledge strongly influenced integrated speaking performance though in an opposite manner.

2) External Factors

a) Performance Condition

According to Nation & Newton as cited in Tuan & Mai (2015), students perform a speaking task under a variety of conditions, and they believe that performance conditions can affect speaking performance. They suggest four types of performance conditions include time pressure; planning, the standard of performance, and the amount of support (Nation & Newton, 2009 as cited in Tuan & Mai, 2015).

b) Learning environment

In their research, Minghe & Yuan (2013) stated that “another external factor that affects students’ oral English learning is the lacking of good language learning environment. English is a language used in communications, so a good language environment can effectively promote learning. But for most of the Indonesian students, English is a foreign language they learn at school, and mostly, students communicate in their everyday life in their native language and too lazy to practice their English outside the class or teaching learning process.

e. Speaking Problems

Regarding to some experts in language teaching and learning, there are various problems students encountered in speaking English. Sadtono (1997) stated that there are two problems in language learning and this problem divided into linguistic and non-linguistic problem.

1) Linguistic Problems

The linguistic problems include difficulties faced by learner in learning a language related to the aspects of language. Linguistic problem has some categories, include;

a) Pronunciation

Pronunciation is one of the most important things that students have to master in order to communicate appropriately and fluently. According to Fangzi (1998, p.36) pronunciation is result in whether or not someone’s message can be passed or not by other people. Second language

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learners therefore need knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of individual word, and understanding of intonation (Fulcher, 2003).

b) Vocabulary

Vocabulary is an important aspects in teaching and learning a language (Edward, and Vallette, 1997, p.149) “vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system. Furthermore, Laufer (1997, p.54) rehearse that vocabulary learning is at the heart of language learning and language use. In fact; it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate in the target language.

c) Grammar

According to Jeffrey & Stacy (2003) “language grammar is a set of rules that govern its structure, which determines how words are arranged in units forming meaningful language“(P.171). Similarly, Michael (2005) defines grammar as “the rules that explain how words are combined, arranged, or changed to show certain kinds of meaning.” Furthermore, according to Ur (1996), sometimes grammar is defined as “the way words are put together to make correct sentences.



f. Non Linguistic Problems

According to Ur (1996), there are four main problems faced by students in speaking, they are :

1). Inhibition

In his book, Ur (2000) stated that “learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that they speech attract (p.111).”

Moreover, Latha (2012) reported that inhibition is the most common problem faced by students in learning foreign language. They worried to make mistake in speaking the language because they are afraid the speaker will criticize of them. Thus, in this condition they have high of inhibition and it causes they keep silent. Therefore, Inhibition must be reduced by thinking that everyone has to make mistake and the mistake is an experience for going to be better.

2) Nothing to say

Even if they are not inhibited, many learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3). Low or uneven participation

Only one participant can talk at the time if he or she is to be heard and in a large group this means that each one will have little talking only,

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this problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) Mother tongue use

In classes where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier and it feels unnatural to speak too another in foreign language. If they talk in small groups, it canbe quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the second language.

3. Students' Speaking Skill

In teaching speaking, teachers need to not only guide the students to see the whole picture but also to help students to see the pieces of language right down to the small parts, called micro skills, that make up the whole (Brown, 2001:271). The micro skills of speaking proposed by Brown are as follows:

- a. Produce chunks of language
- b. Orally produce differences among English phonemes and allophonic variants,
- c. Produce English stress patterns, words in stressed and unstressed position, rhythmic structure, and intonational contours,
- d. Produce reduced form of words and phrases,
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes,
- f. Produce fluent speech at different rates of delivery,

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- g. Monitor your own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message,
- h. Use grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms,
- i. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences, 24
- j. Express a particular meaning in different grammatical forms,
- k. Use cohesive devices in spoken discourse,
 - l. Appropriately accomplish communicative functions according to situations, participants, and goals,
 - m. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversation,
 - n. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification,
 - o. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings, and
 - p. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understand you. Students are said to be successful speakers if they master all the skills above. Thus the teacher needs to reinforce the



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students to comprehend the language features through practicing and drilling some words and pronouncing them with appropriate manner. It is also necessary for the teacher to consider the situations where the communication happens and the participants involved in the communication so that she/he can conduct appropriate activities for the students. Therefore, besides reinforcing students to learn language aspects, the teacher needs to teach them to consider the other appropriate things such as participants and the situations when they want to speak.

B. Relevant Research

Reyes (2014) states that related studies refer to research studies conducted by other researchers which serve as a foundation and give relevancies to the current study. There are several researches which have relevancy for this study especially in analyzing what the points that focus on, inform the design, and find the conclusion of the previous researches, as follows:

Some previous researchers about Speaking Skill in learning English have been done. First, the journal from Sanchita Battacharya (2017) with the entitled "A study on the factors affecting ESL learners' English speaking skills". The objective of the research was to look out the factors affecting ESL learners' English speaking skills. The purpose of this study was to determine the factors affecting ESL learners' English speaking skills among students studying English at Calcutta University of India. The method of data collection was questionnaire. The total number of EFL students from the English department in undergraduate level at Calcutta university of India was 70 students. A sample of 70 students in

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undergraduate level between the ages 18 and 23 years. The quantitative data were organized according to the research objectives. Conclusions drawn from the findings are that students' background in English influences their oral performance. It was apparent from this study that there was no speaking component in the school curriculum that could have given the students some training in speaking in English. Students also admitted that their preferred language of communication outside and within the class was their mother tongue and that obviated the necessity to master their oral skill in English.

The similarities with this study are the studies focused on Factors Influencing Students' Speaking Skill and this research also used questionnaire. The differences between his study and this study were the research placed in university; meanwhile this research is in Senior High School. Beside that, this study only focused on the factors influencing speaking skill to students, meanwhile his study factors influencing speaking skill between students and teacher.

Second, the journal from Nisreen Basem Yaseen (2018) with the entitled "Factors Negatively Affecting EFL Students' Speaking Skills at Jordanian Private Schools". This study aims at examining factors affecting grade 10 EFL Students in Jordanian Private schools. The researcher selected a representative sample of 150 grade 10 male and female students, from two private schools in Jordan in addition to six grade-ten English teachers and six English language supervisors. The researcher used a mixed design of qualitative and quantitative data to obtain the results. A questionnaire was administered to the sample of the study, and semi

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structured interviews were conducted with six grades -ten English language teachers and six English Language supervisors. The findings revealed that students encountered many difficulties that caused the existence of these factors, such as anxiety, lack of motivation, lack of encouragement, fear of criticism by peers and the intense use of Arabic in class. The results also indicated that some teachers might not have a sufficient number of English lessons to include the speaking task.

The similarities with this study are the studies lied on factors influencing students in speaking skill. The differences between the previous study and the present study were the previous study used mix method between quantitative and qualitative. Meanwhile, the present study focused on quantitative. In this research

Third, the journal from Le thi ngoc die (2017) with entitled "Measurement of Factors Affecting English Speaking Skills of Students at The Foreign Languages Department of Van Lang University". The research objectives are for finding out the limitations of the students in learning to speak English by the quantitative analysis and formulating recommendations to improve the English speaking skills of the students. The 264 out of 270 responses from students were collected by direct distribution and Google Docs tools. As a result, the hypotheses H2, H4, H6 are accepted. That means Grammar, Pronunciation, and Teaching Method are the most impact factors to the English speaking skills of the students in FFD of Van Lang University.

The similarities with this study are the studies focused on the Factors Affecting English Speaking Skills of Students. The differences between his study

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and this study are this study lied on research design. The combination of the qualitative and the quantitative methods is used in this study. First, the quantitative method is used to explore impact factors and suggest the research model. Second, the qualitative method is used to evaluate factors through questionnaires with SPSS software.

Fourth, the journal from Nguyen Hoang Tuan and Tran Ngoc Mai (2015) with the entitled "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School". The purpose of this study was to investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The subjects of the study were two hundred and three grade 11 students and ten teachers of English. The research instruments used in this study were questionnaires and class observation. Based on the research findings some recommendations were made. The study was expected to help students improve their performance in speaking classes. The results of the study indicate that the students faced many problems such as (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discuss in groups or in pairs; (4) their participation was low or uneven; (5) they did not have motivation to express themselves; (6) they were fearful of criticism or losing face; (7) they had a habit of translate the information in the textbook into Vietnamese before they speak; (8) they looked at their textbook when they speak. The results also show that there were many factors affecting students speaking performance as follow: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers' feedback during



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speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.

The similarities with this study are the studies focused on Factors Affecting Students' Speaking. The differences between his study and this study are this study lied on instruments of the research. This previous study used two instruments: questionnaire and observation checklist. Meanwhile, the current study will use questionnaire as the instrument.

Fifth, the thesis from Lai-Mei Leong & Seyedeh Masoumeh Ahmadi (2016) with the entitled "An Analysis of Factors Influencing Learners' English Speaking Skill". This research aims at establishing the need to focus on the factors affecting on language learners' English speaking skill. The review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. The findings indicated that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistic skills.

The similarities with this study are the studies focused on the Factors Influencing Learners' English Speaking Skill. The differences between his study and this study are this study lied on subject of the research. This previous study used students and teacher as subject of the research. Meanwhile, this study focused on the students.

C. Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting the concept of this research. As a concept, it is still operated in an abstract from the research, planning which should be interpreted into particularly words in order to be easy to measure. There is one kind of variable in this research, independent variable which is speaking skill. Creswell (2009, p.50) states that the independent variables are those that probably cause influence or affect the outcome. Therefore, the operational concept of this study is an analysis of factors influencing students' speaking skill. The operational concept in this research can be seen on the table below:

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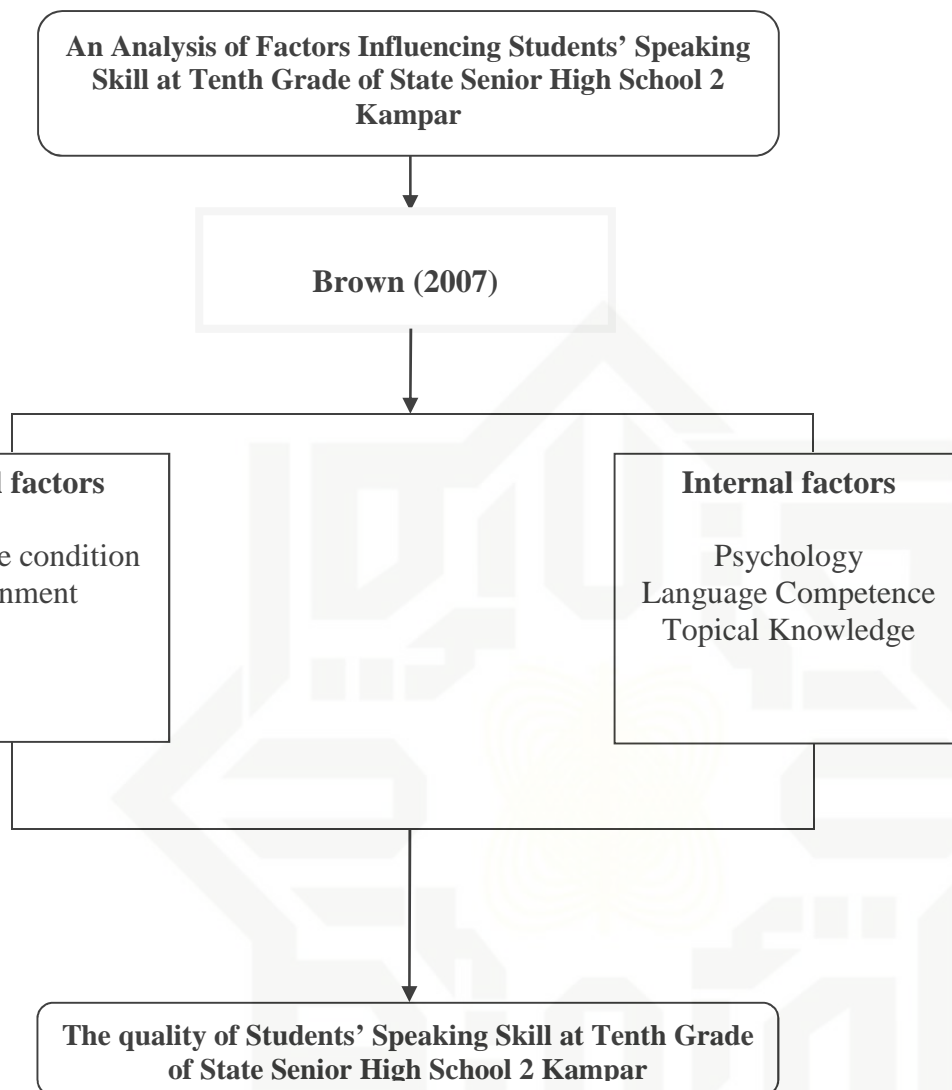


Figure II.1 Conceptual Framework of Speaking Skill

The factors influencing students' speaking skill are evaluated by using theories from Brown (2007) criteria elaborated from the conceptual framework above. After that, some descriptions explaining about the criteria are drawn. The explanation of those criteria is also given.

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Indicators in this research are based on theories of Brown (2007) with factors internal and external.

1. External Factors

The indicator of External Evaluation are divided into two main points: Performance Condition and Environment.

a. Performance Condition

Table II.1 Indicators of Performance Condition

No.	Indicators
1	Planning
2	The Standard of Performance
3	The Amount of Support

b. Environment

Table II.2 Indicators of Environment

No.	Indicators
1	Family
2	Teacher
3	Friend

2. Internal Factors

The indicator of internal factors are divided into three main points: psychology, language competence and Topical Knowledge.

a. Psychology

Table II.3 Indicators of Psychology

No.	Indicators
1	Interest
2	Confident
3	Motivation

b. Language Competence

Table II.4 Indicators of Language Competence

No.	Indicators
1	Fluency
2	Intonation
3	Vocabulary
4	Pronunciation
5	Grammar

c. Topical Knowledge

Table II.5 Indicators of Topical Knowledge

No.	Indicators
1	Experience

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CHAPTER III

RESEARCH METHODS

This chapter presents the description of The research resign, The Location and Time of the Research, Subject and Object of the Research, The Population and Sample of the Research, The Research Instrument, The data collection and The data analysis. Followed by an explanation.

A. The Research Design

The design used in this research was qualitative research in analyzing, interpreting and reporting the data. Qualitative research is an umbrella concept covering several forms of inquiry that “help us understand and explain the meaning of social phenomena with as little disruption to the natural setting as possible” (Merriam, 1998, p.5).

Qualitative research used semiotics, narrative, content, discourse, archival, and phonemic analysis, even statistics. They also draw upon and utilize the approaches, methods, and techniques of ethno methodology, phenomenology, hermeneutics, feminism, deconstructionism, interview, psychoanalysis, cultural studies, survey research, and participant observation, among others (David, 1995, p.26-27).

Qualitative research were those in which the description of observation was not ordinarily expressed in quantitative term. It was not suggested that numerical measures are never used, but that other means of description are

emphasized. In this case, this research identified and described factors influencing students' speaking skill.

The most part to did qualitative research in natural setting was that the researchers did not manipulate or intervence (except possible by their presence) in the situation. Therefore, research design requires flexibility and a tolerance for a adjustment as the research progresses. Equally, the researcher made an interpretation of the data. This included developing a description of an individual or setting, analyzing data for the themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoritically.

B. Location and the Time of the Research

This research has conducted at Islamic State Senior High School 2 Kampar which was located on Jl. Pekanbaru-Bangkinang, Tanjung Rambutan. The duration of the research was two weeks of December, 2019.

C. Subject and Object of the Research

Based on the title of the research, the subject of the research was the tenth grade students of Islamic State Senior High School 2 Kampar, Riau Province. The object of this research was the Factors Influencing Students' Speaking Skill.

D. The Population and Sample of the Research

1 Population

The population is the entire subject of study (Sugiarto, 2003, p.3). The population of this research was the tenth grade students majoring in scientific program and social program of Islamic State Senior High School 2 Kampar. Actually in this school, there were consist of 1 class for the scientific program and 1 class of the social program. So, the subject of the research were the scientific program and social program at Islamic State Senior High School 2 Kampar. The total population of the research was 65 students.

Table III.1 Population of the Research

Class	Male	Female	Population
X Science	15	18	33
X Social	22	10	32
Amount	37	28	65

2. Sample

The sample of the research consisted of two classes comprised of 65 respondents. Base of taking the sample was remember the small of a number population, so the sample of this study used a simple random sampling. Gay and Airasian (2000) stated that the simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. On the other word, Creswell (2000) stated that simple random sampling is the researcher selects

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participants for the sample so that any individual has an equal probability of being selected from the population. The intent of simple random sampling was to choose unit to be sampled that will be representative of the population. Moreover, Arikunto (2006, p.136) who said that if the subject is less than 100, better take all of that research is the study population, but if a large number of subjects, it can be 10-15% Or 20-25%. Therefore, because the population is less than 100, the researcher took all of the population to be sample.

Based on the statement above, this study selected 100% sample from the population, it could be seen in the table below:

Table III.2 Sample of the Research

Class	Male	Female	Sample
X Science	15	18	33
X Social	22	10	32
Amount	37	28	65

From the table, the total population was 65 students the population of the tenth grade students majoring in scientific program and social program at Islamic State Senior High School 2 Kampar. By using random sampling, the sample of this research took 100% students from the population. It meant the total sample of this study is 65 students.

E. Technique of Collecting the Data

In order to get the data which were needed to support this study, the researcher used the questionnaire as the instruments. It was administered to find out the Factors Influencing Students' Speaking Skill at State Senior High School 2 Kampar.

According to Sugiyono (2010), "Questionnaire was technique of data collecting that was done by give the set of questions or written statement for respondent to be answered. In this case, researcher gave questionnaire for students" (p.205).

Questionnaire was to be attention center, it was the problem which should be solved. Every question was a part of hypotheses which wanted to be experimented. To got statement about problem solving, so generally content of questionnaire could be as following:

- a. Questionnaire about fact.
- b. Questionnaire about opinion.
- c. Questionnaire about perception (Nazir, 1999, p.203)

Questionnaire was used to collect data about students' point of view on the factors influencing students' speaking skill subject in learning English. The kind of this instrument was direct questionnaires by giving questions to all respondents directly.

In conducting this study, the researcher arranged some procedural steps were arranged in an orderly way which consisted of preparing the study, analyzing, and writing down the report (Ary, et.al, 2002, p.443).

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The process of collecting data was one of the main aspects in research. It needs one or more kind of method that is used. According to Gay (1992, p.20), there are some methods of collecting data namely test, questionnaires, interview, observation and documentation.

The way to got the result of research, the researcher gave the questionnaire for the students, then from the Questionnaire, the researcher could know the Factors Influencing Students' Speaking Skill at State Senior High School 2 Kampar. Type of Questionnaire used by closed Questionnaire.

Questionnaire propagated at responder consisted of by some statement item. Sum up item compiled as according to requirement to can deputize speaking skill. Intake of data by using questionnaire of enthusiasm [done/conducted] by as much once. Questionnaire filled according to guide of found on sheet of enthusiasm Questionnaire. To avoid misunderstanding, the questionnaire were

Table III.3 The Blueprint of Questionnaire

No.	Factors	sub.factors	Indicators	item Number
1	Internal	Psychology	Interest	1
			Confident	2
			Motivation	3
		Language Competence	Fluency	4
			Intonation	5
			Vocabulary	6
			Pronounciation	7
			Grammar	8
		Topical Knowledge	Experience	9
2	External	Performance Condition	Planning	10
			Standard of Performance	11
			The Amount of Support	12
		Environment	Family	13
			Teacher	14
			Friend	15

F. Technique of Analyzing the Data

The result from the analysis the Factors Influencing Students' Speaking Skill at State Senior High School 2 Kampar were explained descriptively according to theories from Brown (2007) with covers the internal and external factors.

Analyze data has been conducted by data collected tabulation here in after pursuant to answer of at each item of Questionnaire given by the score, for item of problem in the form of statement of answer consisted of 5 alternative that was alternative of answer analyzed by using scale of likert that was instrument which was generally used to ask responder in order to gave respon to some statement shownly whether/what he/she strongly agree, agree, undecided, disagree or very strongly disagree (Compiler, 2012, p.116) statement used by in the form of negative and positive statement and earn in compiling pursuant to Likert scale, that was :

Table III.4 Likert scale

Statement	SA	A	U	D	SD
Positive	5	4	3	2	1
Negative	1	2	3	4	5

(Sugiyono, 2010, p.134)

Boldness :

SA = Strongly Agree

A = Agree

U = Undecided

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D = Disagree

SD = Strongly Disagree

After the factors is known, we use the formulation :

$$P = \frac{F}{N} \times 100\%$$

Boldness :

F = Frequency of Score obtained from student enthusiasm

N = Sum up maximum score

P = Number Persentase

(Sudijono, 2008, p.98)

To know the factors, we could calculate the data based on the table :

Table III.5 Factors Influencing Students' Speaking Skill Score Interpretation Criterion

Interval	Criterion	Boldness
85-100%	A	Very good
75-84 %	B	Good
65-74 %	C	Enough
<65 %	D	Less

(Sudijono, 2008, p.100)

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CHAPTER V

CONCLUSION AND SUGGESTION

After having the research, it seems very important to the researcher to make conclusion and give suggestions for the students and teacher.

A. Conclusion

The students' speaking skill in learning English at Tenth Grade of State Senior High School 2 Kampar is less, and it is influenced by many factors. There are Internal and External factors, Internal factors, like: Psychology, Language Competence and Topical Knowledge. External Factors, like: Performance Condition and Environment.

B. Suggestion

Based on the findings of this study, the study recommends that:

1. For the teacher, the researcher suggested English teacher to choose the suitable methods in teaching their speaking skill for students in order to make the students fell interesting and not boring, and studying English based on teaching experience when the researcher conducted research.
2. It is important for the teacher to improve the students' speaking skill by giving any assignment or homework, especially when the students speak

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English in front of the classroom, which is regarded more difficult for the students

3. For the students, the researcher recommended that the students must increase their speaking skill in learning English, because it can have impact for their activities in learning English. Therefore, one of the way to increase the speaking skill is the students must have many resources about English language.

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APPENDIX 1

The Syllabus of State Senior High School 2 Kampar

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THE SYLLABUS OF STATE SENIOR HIGH SCHOOL 2 KAMPAR

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CORE COMPETENCE		BASIC COMPETENCE	
1	Comprehending and applying religious Values.	1.1	Be grateful for the chance to learn English as an international language, which is realized in the spirit of learning
	2	2.1	Demonstrating a polite and caring attitudes in interpersonal communication with teachers and friends
		2.2	Demonstrating honest, disciplined, confident, and responsible attitudes in transactional communication with teachers and friends
		2.3	Demonstrating responsible, caring, cooperative and peaceful attitudes in functional communication
3	Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest in science, technology, arts, cultures, and humanities with humanistic, nationalistic and civilized insights in relation to the causes of phenomena and events; applying procedural knowledge in desired specific field of studies in solving problems.	3.1	Analyzing spoken and written text to deliver, ask for and respond to Self Introduction and family, according to the appropriate social function, text structure and language features as well as the contexts
		3.2	Analyzing spoken and written text in expressing congratulation and responding to extended compliments according to the context
		3.3	Analyzing spoken and written text in telling and asking about past Experience/ Activities / Events when it happened and afterwards, according to the contexts (<i>be going to</i> and <i>would like</i>)
		3.4	Analyzing the social function, text structure, and language features of simple Descriptive Text about people, tourism destinations and famous historical buildings according to the contexts
		3.5	Analyzing the social function, text structure and language features of Announcements according to the contexts
		3.6	Analyzing spoken and written texts to tell and ask about Past Experiences/ Activities/Events when it happened and afterwards, according to the appropriate social function, text structure and language features as well as the contexts
		3.7	Analyzing the social functions, text structure and language features of Recount Text about experiences/ activities/Events according to the contexts
		3.8	Analyzing the social functions, text structure and language features of simple Narrative Texts in form of legends, according to the contexts



Undang-Undang

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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4	Processing, analyzing and presenting developments of the concrete and abstract domains of the learned materials; being able to apply various methods according to scientific principles.	3.9	Analyzing the social functions and language features of simple songs according to the contexts
		4.1	Constructing spoken and written text to deliver, ask for and respond to Self Introduction, according to the appropriate social function, text structure and language features as well as the contexts
		4.2	Constructing spoken and written text to express, and respond to extended Compliments, according to the appropriate social function, text structure and language features as well as the contexts
		4.3	Constructing spoken and written texts to express and ask about Intentions/Plans of Actions/Activities according to the appropriate social function, text structure and language features as well as the contexts
		4.4	Text Descriptive
		4.4.1	Understanding simple spoken and written Descriptive Text about people, tourism destinations and famous historical buildings.
		4.4.2	Constructing simple spoken and written Descriptive Texts about people, tourism destinations and famous historical buildings, according to the appropriate social function, text structure and language features as well as the contexts
		4.5	Announcements
		4.5.1	Understanding simple spoken and written announcements according to the appropriate social function, text structure and language features as well as the contexts Constructing short, simple spoken and written Announcements according to the appropriate social function, text structure and language features as well as the contexts
		4.5.2	
		4.6	Constructing spoken and written texts to tell and ask about Past Experiences/ Activities/Events when it happened and afterwards, according to the appropriate social function, text structure and language features as well as the contexts

4.7	Text Recount
4.7.1	Understanding simple spoken and written Recount Texts about experiences/ Activities/Events
4.7.2	Constructing simple spoken and written Recount Texts about Experiences/Activities/ Events, according to the appropriate social function, text structure and language features as well as the contexts
4.8	Understanding simple spoken and written Narrative Texts in the form of simple short stories
4.9	Understanding the meaning behind songs that have related to students' SMA/MA/SMK /MAK life.

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APPENDIX 2

The Instruments of Speaking Skill

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QUESTIONNAIRE OF THE FACTORS THAT INFLUENCING STUDENTS' SPEAKING SKILL IN LEARNING ENGLISH

Name : _____

Date : _____

Instructions :

1. This questionnaire contains 15 point declarations.

2. Match the statement with the answer option that has been available in several categories;

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Answers based on your own beliefs

4. For your willingness to fill this questionnaire answers pronounced thanks

No	STATEMENT	SA	A	U	D	SD
Internal Factor						
1	Psychology					
a	Interest I have a passion and a strong incentive to learn English. (Saya memiliki semangat dan dorongan yang kuat untuk belajar bahasa Inggris)					
b	Confidence I have confidence when I must present the material in english language in front of the class (Saya percaya diri ketika saya harus presentasi dalam bahasa inggris di depan kelas)					
c	Motivation I have big motivation to speak English fluently (Saya memiliki motivasi yang besar untuk bisa fasih berbicara bahasa Inggris)					
2	Language competence					
a	Fluency I can speak English fluently (saya bisa berbicara bahasa inggris dengan fasih)					
b	Intonation I can arrange the intonation when I speak English (Saya bisa mengatur intonasi ketika saya berbicara bahasa inggris)					
c	Vocabulary I have many vocabularies when speaking English (Saya mempunyai banyak kosakata ketika berbicara dalam bahasa inggris)					

d	Pronunciation I can speak English like a native speaker (saya bisa berbicara bahasa inggris seperti orang bahasa inggris asli)					
e	Grammar I give attention for the grammar when I speak english (Saya memperhatikan grammar ketika saya berbicara bahasa inggris)					
3	Topical knowledge					
a	Experience I have read many of English language resources like : journal, magazine, textbook, etc) (Saya telah membaca banyak sumber bahasa inggris seperti jurnal, majalah, buku teks dan lain - lain)					
	External Factors					
1	Performance Condition					
a	Planning I always prepare myself before I perform to speak English in front of the class (Saya selalu menyiapkan diri saya sebelum saya tampil berbicara bahasa inggris di depan kelas)					
b	Standard of performance I always give my best performance in speak english when I am in front of the classroom (Saya selalu memberikan penampilan terbaik saya ketika saya berbicara bahasa inggris di depan kelas)					
c	The ammount of support Facilities and infrastructure are very adequate learning in the classroom. (Sarana dan prasarana pembelajaran dalam kelas sangat memadai)					
2	Environment					
a	Teacher Teacher always speak English when delivering learning in English lesson and it is very interesting. (Guru selalu berbicara bahasa inggris ketika menyampaikan materi pembelajaran dan itu sangat menarik)					
b	Family My family always give me support to learn English (Keluarga saya selalu mendukung saya dalam pembelajaran bahasa Inggris)					
c	Friend I have many friends that can speak english in the classroom. (Saya mempunyai teman - teman yang bisa berbahasa Inggris didalam kelas)					



APPENDIX 3

The Students' Answer of Speaking Skill Questionnaire

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QUESTIONNAIRE OF THE FACTORS THAT INFLUENCING STUDENTS' SPEAKING SKILL IN LEARNING ENGLISH

Name : Adi Setiawan

Date : 22 - 10 - 2019

Instructions :

1. This questionnaire contains 15 point declarations.
2. Match the statement with the answer option that has been available in several categories;
 SA = Strongly Agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly Disagree
3. Answers based on your own beliefs
4. For your willingness to fill this questionnaire answers pronounced thanks

No	STATEMENT	SA	A	U	D	SD
Internal Factor						
1	Psychology					
a	Interest I have a passion and a strong incentive to learn English. (Saya memiliki semangat dan dorongan yang kuat untuk belajar bahasa Inggris)		✓			
b	Confidence I have confidence when I must present the material in english language in front of the class (Saya percaya diri ketika saya harus presentasi dalam bahasa inggris di depan kelas)		✓			
c	Motivation I have big motivation to speak English fluently (Saya memiliki motivasi yang besar untuk bisa fasih berbicara bahasa Inggris)		✓			
2	Language competence					
a	Fluency I can speak English fluently (saya bisa berbicara bahasa inggris dengan fasih)			✓		
b	Intonation I can arrange the intonation when I speak English (Saya bisa mengatur intonasi ketika saya berbicara bahasa inggris)			✓		
c	Vocabulary I have many vocabularies when speaking English (Saya mempunyai banyak kosakata ketika berbicara dalam bahasa inggris)		✓			

d	Pronunciation I can speak English like a native speaker (saya bisa berbicara bahasa inggris seperti orang bahasa inggris asli)					✓
e	Grammar I give attention for the grammar when I speak english (Saya memperhatikan grammar ketika saya berbicara bahasa inggris)					✓
3	Topical knowledge					
a	Experience I have read many of English language resources like : journal, magazine, textbook, etc) (Saya telah membaca banyak sumber bahasa inggris seperti jurnal, majalah, buku teks dan lain - lain)					✓
	External Factors					
1	Performance Condition					
a	Planning I always prepare myself before I perform to speak English in front of the class (Saya selalu menyiapkan diri saya sebelum saya tampil berbicara bahasa inggris di depan kelas)					✓
b	Standard of performance I always give my best performance in speak english when I am in front of the classroom (Saya selalu memberikan penampilan terbaik saya ketika saya berbicara bahasa inggris di depan kelas)					✓
c	The ammount of support Facilities and infrastructure are very adequate learning in the classroom. (Sarana dan prasarana pembelajaran dalam kelas sangat memadai)					✓
2	Environment					
a	Teacher Teacher always speak English when delivering learning in English lesson and it is very interesting. (Guru selalu berbicara bahasa inggris ketika menyampaikan materi pembelajaran dan itu sangat menarik)					✓
b	Family My family always give me support to learn English (Keluarga saya selalu mendukung saya dalam pembelajaran bahasa Inggris)					✓
c	Friend I have many friends that can speak english in the classroom. (Saya mempunyai teman - teman yang bisa berbahasa Inggris didalam kelas)					✓



QUESTIONNAIRE OF THE FACTORS THAT INFLUENCING STUDENTS' SPEAKING SKILL IN LEARNING ENGLISH

Name : Suri Hapdani

Date : 20 - 10 - 2019

Instructions :

1. This questionnaire contains 15 point declarations

2. Match the statement with the answer option that has been available in several categories,

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

3. Answers based on your own beliefs

4. For your willingness to fill this questionnaire answers pronounced thanks

STATEMENT

SA

A

U

D

SD

Internal Factor

Psychology

Interest

I have a passion and a strong incentive to learn English.
(Saya memiliki semangat dan dorongan yang kuat untuk belajar bahasa Inggris)

✓

Confidence

I have confidence when I must present the material in english language in front of the class
(Saya percaya diri ketika saya harus presentasi dalam bahasa inggris di depan kelas)

✓

Motivation

I have big motivation to speak English fluently
(Saya memiliki motivasi yang besar untuk bisa fasih berbicara bahasa Inggris)

✓

Language competence

Fluency

I can speak English fluently
(saya bisa berbicara bahasa inggris dengan fasih)

✓

Intonation

I can arrange the intonation when I speak English
(Saya bisa mengatur intonasi ketika saya berbicara bahasa inggris)

✓

Vocabulary

I have many vocabularies when speaking English
(Saya mempunyai banyak kosakata ketika berbicara dalam bahasa inggris)

✓

d	Pronunciation I can speak English like a native speaker (saya bisa berbicara bahasa inggris seperti orang bahasa inggris asli)						✓		
e	Grammar I give attention for the grammar when I speak english (Saya memperhatikan grammar ketika saya berbicara bahasa inggris)						✓		
3	Topical knowledge								
a	Experience I have read many of English language resources like : journal, magazine, textbook, etc) (Saya telah membaca banyak sumber bahasa inggris seperti: jurnal, majalah, buku teks dan lain - lain)						✓		
	External Factors								
	Performance Condition								
a	Planning I always prepare myself before I perform to speak English in front of the class (Saya selalu menyiapkan diri saya sebelum saya tampil berbicara bahasa inggris di depan kelas)						✓		
b	Standard of performance I always give my best performance in speak english when I am in front of the classroom (Saya selalu memberikan penampilan terbaik saya ketika saya berbicara bahasa inggris di depan kelas)							✓	
c	The ammount of support Facilities and infrastructure are very adequate learning in the classroom. (Sarana dan prasarana pembelajaran dalam kelas sangat memadai)						✓		
2	Environment								
a	Teacher Teacher always speak English when delivering learning in English lesson and it is very interesting. (Guru selalu berbicara bahasa inggris ketika menyampaikan materi pembelajaran dan itu sangat menarik)							✓	
b	Family My family always give me support to learn English (Keluarga saya selalu mendukung saya dalam pembelajaran bahasa Inggris)								✓
c	Friend I have many friends that can speak english in the classroom. (Saya mempunyai teman - teman yang bisa berbahasa Inggris didalam kelas)						✓		

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim



APPENDIX 4

Supervisor latters

UIN SUSKA RIAU



Pekanbaru, 03 Mei 2020

Nomor : Un.04/F.II.4/PP.00.9/178302

Sifat : Biasa

Lamp. : -

Hal : **Pembimbing Skripsi (Perpanjangan)**

Kepada

Yth. Drs. H. Kalayo Hasibuan, M.Ed. Tesol

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ARI YULIZAR

NIM : 11513104552

Jurusan : Pendidikan Bahasa Inggris

Judul : AN ANALYSIS OF FACTORS INFLUENCING STUDENTS SPEAKING
SKILL AT TENTH GRADE OF STATE SENIOR HIGH SCHOOL 2
KAMPAR

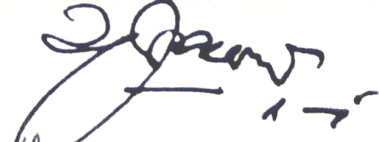
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I


Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002

Tembusan :

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim



APPENDIX 5

Thesis Supervision Activity Report

UIN SUSKA RIAU



UIN-SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrandta Km. 15 Tampar Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. H. Kalayo Hasibuan, M Ed
- a. Nomor Induk Pegawai (NIP) : 19651028199702001
3. Nama Mahasiswa : Ari Yulizar
4. Nomor Induk Mahasiswa : 11513104552
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	Rabu, 27 Maret 2019	Penerapan Pembelajaran bahasa inggris berdasarkan kurikulum 2013 dan Pencapaian bahasa inggris di man 2 Kampar		
2	Rabu, 10 April 2019	Revisi kurikulum disekolah yang telah di Doc. Pengembangan kurikulum 2013 dan Penerapannya		
3	Selasa 19 Mei 2019	Membuat Silabus di kelas 10 dan KKM dengan rubrik		
4	Selasa 18 Juni 2019	Background diinggris, masukan responden		
5	Selasa 25 Juni 2019	5. Berikan saran untuk Bab II & III Sinkronkan antara background dan Metode Penelitiannya		
6	Kamis 4 Juli 2019	Menambah responden dan form How speaking learning		
7	Jumat 12 Juli 2019	Acc utk ujian Proposal		

Pekanbaru, 12-07-2019
Pembimbing,

Drs. H. Kalayo Hasibuan, M Ed
NIP. 19651028199702001

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

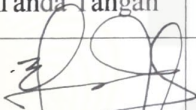



كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

1.	Jenis yang			
	a. Semir			
	b. Penul			
2.	Nama Per			
	a. Nomo			
3.	Nama Ma			
4.	Nomor In			
5.	Kegiatan			
No	Tanggal			
1	18/10			
2	28/10			
3	04/11			
4	06/12			

- | | | |
|---------------------------------|---|-------------------------------|
| 1. Jenis yang dibimbing | : | |
| a. Seminar usul Penelitian | : | |
| b. Penulisan Laporan Penelitian | : | |
| 2. Nama Pembimbing | : | DRS. H. Kalayo Hasibuan, M Ed |
| a. Nomor Induk Pegawai (NIP) | : | 19651028199702001 |
| 3. Nama Mahasiswa | : | Ari Yulizar |
| 4. Nomor Induk Mahasiswa | : | 11513104552 |
| 5. Kegiatan | : | |

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	18/10/2019	Revisi Setelah Seminar Proposal		
2	28/November/2019	The Data Presentation and data analysis		
3	04/Desember/2019	membundukkan dari cover, knowledge, abstrak, daftar isi, Lampiran Bab 1-5 referensi		
4	06 Desember 2019	Edit the whole writing		

Pekanbaru, 2019

Pembimbing,

NIP.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



APPENDIX 6

Recomendation Latters

UIN SUSKA RIAU



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Un.04/F.II.4/PP.00.9/4623/2019

Pekanbaru, 18 Maret 2019

Nomor
Sifat
Tempat
Hal

Biasa

Mohon Izin Melakukan PraRiset

Kepada
Yth. Kepala Sekolah
MAN 2 KAMPAR
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : ARI YULIZAR
NIM : 11513104552
Semester/Tahun : VIII (Delapan)/ 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



an Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd
NIP. 19660410 199303 1 005



SURAT KETERANGAN IZIN MELAKUKAN PRARISSET

Nomor : B-309 /Ma.04.6/PP.00.6/10/2019

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri 2 Kampar, berdasarkan surat mohon izin melakukan riset dari Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau Pekanbaru nomor : Un.04/E.II.4/PP.00.9/4623/2019 tanggal 18 Maret 2019, dengan ini memberikan izin kepada :

Nama	: ARI YULIZAR
NIM	: 11513104552
Semester/Tahun	: VIII (Delapan)/2019
Program Studi	: Pendidikan Agama Islam
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

untuk melakukan kegiatan riset/prariset dan pengumpulan data sebagai syarat memenuhi data skripsi yang bersangkutan.

Demikian Surat izin ini dibuat untuk dipergunakan sebagaimana mestinya. Terimakasih.

Kampar, 21 Oktober 2019

Kepala,



Drs. H. Aprizal, M.Pd

NIP. 196504172000031002 /



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 29 Oktober 2019 M

Nomor : Un.04/F.II/PP.00.9/15789/2019
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : ARI YULIZAR
NIM : 11513104552
Semester/Tahun : IX (Sembilan)/ 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : AN ANALYSIS OF FACTORS INFLUENCING STUDENTS SPEAKING SKILL AT ISLAMIC STATE SENIOR HIGH SCHOOL 2 KAMPAR
Lokasi Penelitian : MAN 2 Kampar
Waktu Penelitian : 3 Bulan (29 Oktober 2019 s.d 29 Januari 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor

Kausa Dekan



Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002

Tembusan :
Rektor UIN Suska Riau

2. Dituangkan dalam Undang-Undang
1. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Dilarang menyalin atau menjiplak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN KAMPAR
MADRASAH ALIYAH NEGERI 2 KAMPAR
Jalan Raya Pekanbaru – Bangkinang Km. 54 No.52 Telepon 0762 – 7000143
Tanjungrambutan – Kabupaten Kampar 28461
Website : www.mankampar.sch.id
e-mail: man_kpr@kemenag.go.id

NSM : 131.1.14.01.0002

NSS : 311 140 660 003

SURAT KETERANGAN RISET

NOMOR 438/MAN-2/KT/646

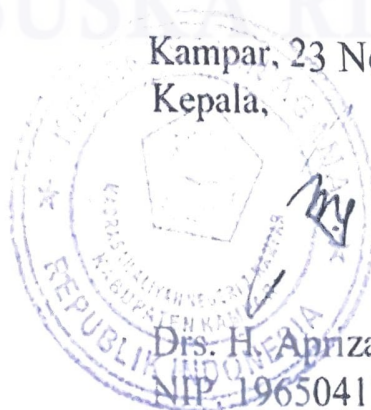
Yang bertanda tangan di bawah ini Kepala MAN 2 Kampar, Kabupaten Kampar-
Provinsi Riau dengan ini menerangkan bahwa :

Nama : **ARI YULIZAR**
No. Mahasiswa : 11513104552
Program Studi : Pendidikan Bahasa Inggris
Fakultas/Jurusan : Tarbiyah dan Keguruan
Universitas : UIN SUSKA RIAU
Jenjang : S1
Alamat : Pekanbaru

Adalah benar telah melaksanakan riset / Penelitian di Madrasah Aliyah Negeri
2 Kampar, pada tanggal 23 November 2020 s/d 26 November 2020, dengan Judul
Penelitian "**An Analysis of Factors Influencing Students Speaking Skill at
Tenth Grade of State Senior High School 2 Kampar**".

Demikianlah Surat Keterangan ini dibuat untuk dapat dipergunakan
sebagaimana mestinya, Terima Kasih.

Kampar, 23 November 2019
Kepala,



Drs. H. Aprizal, M.Pd

NIP. 196504172000031002



PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/27319
T E N T A N G



182010

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/15789/2019 Tanggal 29 Oktober 2019**, dengan ini memberikan rekomendasi kepada:

1. Nama : **ARI YULIZAR**
2. NIM / KTP : **11513104552**
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **PEKANBARU**
6. Judul Penelitian : **AN ANALYSIS OF FACTORS INFLUENCING STUDENTS' SPEAKING SKILL AT ISLAMIC STATE SENIOR HIGH SCHOOL 2 KAMPAR**
7. Lokasi Penelitian : **MAN 2 KAMPAR**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 31 Oktober 2019



Ditandatangani Secara Elektronik Oleh:
**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH KABUPATEN KAMPAR
KANTOR KESATUAN BANGSA DAN POLITIK

JALAN TUANKU TAMBUSAI TELP. (0762) 20146
BANGKINANG KOTA

Kode Pos : 28412



REKOMENDASI

Nomor : 070/KKBP/2019/1077

Tentang

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/27319 tanggal 31 Oktober 2019, dengan ini memberi Rekomendasi /Izin Penelitian kepada:

- | | | |
|---------------------|---|---|
| 1. Nama | : | ARI YULIZAR |
| 2. NIM | : | 11513104552 |
| 3. Universitas | : | UNIVERSITAS ISLAM NEGERI SUSKA RIAU |
| 4. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S1 |
| 6. Alamat | : | PEKANBARU |
| 7. Judul Penelitian | : | AN ANALYSIS OF FACTORS INFLUENCING STUDENT'S SPEAKING SKILL AT ISLAMIC STATE SENIOR HIGH SCHOOL 2 KAMPAR |
| 8. Lokasi | : | MAN 2 KAMPAR |

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini di buat.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang
pada tanggal 28 November 2019

a.n. **KEPALA KANTOR KESBANGPOL KAB. KAMPAR**

Kasi. Kesatuan Bangsa



Rekomendasi ini disampaikan Kepada Yth;

1. Kepala MAN 2 Kampar di Air Tiris.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
3. Yang Bersangkutan.

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APPENDIX 7

Documentation

UIN SUSKA RIAU

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